

08/11/00
3c906 U.S. PTO

08-14-00

PATENTS

08/11/00
3c906 U.S. PTO
09/637388

REV. 12/99
Modified PTO 1082
For A Small Entity

Attorney Docket No. LC-1

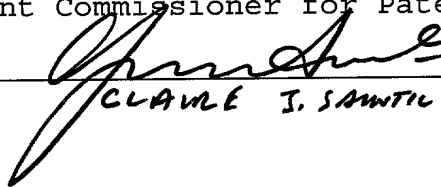
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For : ELECTRONIC NOTE TAKING SYSTEMS AND
METHODS

EXPRESS MAIL CERTIFICATION

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Date of Deposit: August 11, 2000

I hereby certify that this transmittal letter and the other papers and fees identified in this transmittal letter as being transmitted herewith are being deposited with the United States Postal Service "Express Mail Post Office to Addressee" service under 37 C.F.R. § 1.10 on the date indicated above and are addressed to the Hon. Assistant Commissioner for Patents, Washington, D.C. 20231.


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TRANSMITTAL LETTER FOR UNEXECUTED
ORIGINAL PATENT APPLICATION

Sir:

Transmitted herewith for filing are the
[X] specification; [X] claims; [X] abstract; and
[X] unexecuted declaration, for the above-identified patent
application.

Also transmitted herewith are:

[X] 15 sheets of:

[] Formal drawings.

[X] Informal drawings. Formal drawings will be filed
during the pendency of this application.

[] An assignment of the invention to _____.

[] A check in the amount of \$40.00 to cover the
recording fee.

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BASIC FEE				\$ 345.00
TOTAL CLAIMS	44 - 20 = 24	x \$ 9 =		\$ 216.00
INDEPENDENT CLAIMS	4 - 3 = 1	x \$ 39 =		\$ 39.00
MULTIPLE DEPENDENT CLAIMS		+ \$130 =		\$.00
TOTAL				<u>\$ 600.00</u>

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- [X] This application is being filed unaccompanied by a filing fee. The appropriate filing fee will be paid in response to a Notice to File Missing Parts, pursuant to 37 C.F.R. § 1.53(f).
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APPLICATION INFORMATION

Title Line One:: ELECTRONIC NOTE TAKING SYSTEMS AND METHO
Title Line Two:: DS
Total Drawing Sheets:: 15
Formal Drawings?: No
Application Type:: Utility
Docket Number:: LC-1
Secrecy Order in Parent Appl.?: No

REPRESENTATIVE INFORMATION

Representative Customer Number:: 1473
Registration Number One:: 43914

CONTINUITY INFORMATION

This application is a:: NON PROV. OF PROVISIONAL

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[illegible][illegible]

ELECTRONIC NOTE TAKING
SYSTEMS AND METHODS

This application claims the benefit of United States provisional application serial No. 60/203,180, filed May 8, 2000.

Background of the Invention

This invention relates to electronic document systems. More particularly, the invention relates to note taking methods and systems that may be used in conjunction with computer-based interactive learning programs. It also relates to methods for creating, publishing, and receiving revenue from computer-based interactive learning programs.

The Internet comprises a vast number of computers and computer networks that are interconnected through communication links. The interconnected computers exchange information using various services, such as electronic mail (e-mail), and the World Wide Web ("WWW" or "Web"). The Web service allows a server computer system (i.e., a server of Web site) to send graphical Web pages of information to a remote client computer system. The remote client computer system may then display the Web pages. Each resource (e.g., computer or Web page) is uniquely identifiable by a Uniform Resource Locator ("URL"). To view a specific

Web page, a client computer system specifies the URL for that Web page in a request, such as a Hyper Text Transfer Protocol ("HTTP") request. The request is forwarded to the Web server that supports that Web page. When that Web server receives the request, it sends that Web page to the client computer system. When the client computer system receives that Web page, it typically displays the Web page using a browser. A browser is usually a special-purpose application program that requests and displays Web pages.

Currently, Web pages are typically defined using Hyper Text Markup Language ("HTML"). HTML provides a standard set of tags that define how a Web page is to be displayed. When a user indicates to the browser to display a Web page, the browser sends a request to the server computer system to transfer to the client computer system an HTML document that defines the Web page. When the requested HTML document is received by the client computer system, the browser displays the Web page as defined by the HTML document. The HTML document contains various tags that control the displaying of text, graphics, controls, and other features. The HTML document may contain URLs of other Web pages available on that server computer system or other server computer systems.

The Web is well suited for providing educational programs to users located all over the world. Web sites have recently emerged to which students may "log on" and participate in various learning programs available therein. Many educators realize that this form of instruction is close to having a personalized instructor for each student, which is viewed by many as the ideal learning environment. Accordingly, in order to provide a better

learning environment that more closely approaches the ideal environment, many educators are turning to computers and the Internet. Through the use of computers, learning programs may be developed that

5 provide both instruction and feedback virtually simultaneously. For example, a general course of instruction may be presented to an individual after which the computer may query the individual regarding the principles just learned. The computer can then

10 tally the score and provide the score to the individual. This allows the individual to return to information not learned and review that material again. Another advantage of computers is that they allow the pace of instruction to be varied according to the

15 ability of the individual to learn. Furthermore, computers with Internet access can be used to enhance personal learning outside the traditional "bricks and mortar" educational environment. Computers thus hold great potential for enhancing the learning environment.

20 Current utilization of computers as part of the learning environment includes the use of tutorial-style programs to teach a wide array of skills. With the advent of educational Web sites, "distance learning" is now possible through educational programs

25 available at certain Web sites. One such Web site is Learn.com located at <http://www.Learn.com>, the assignee of this application. At the Learn.com Web site, a user may log on and select from among a variety of free educational programs to learn a certain skill or

30 subject.

Computer programs designed to aid in the learning process typically first present a section of information and then test the individual based on the information presented. The structures of these

programs are generally organized in a preset or predefined manner. Thus, like text books generally utilized in educational settings, the educational program presents a chapter of information and then
5 quizzes the user on the information contained in that chapter. The next chapter is then presented, if any, along with the associated test.

One shortcoming of many prior educational programs is that they fail to provide the student user
10 with a note taking feature that can annotate the educational program with personalized course notes that refer back to a particular portion of the program. As a result, if a user decides to go back and review a certain portion of the program, he or she may have to
15 pass through a significant amount of information which is already known.

Another shortcoming of current computer-based educational programs is related to revenue generation. As with other business concerns, educators wish to be
20 paid for the work required to generate such educational programs. In the past, individual authors had essentially two choices if they wanted to publish educational programs on the Internet: 1) contact the proprietor of an Internet site and post the program on
25 that site's server; or 2) post the program on the Internet themselves for free. In the first instance, the educator was often paid a flat fee for his or her work, and in the second instance the author was often not compensated at all. No mechanism existed that
30 allowed the educator to be compensated for his or her work based on popularity.

Thus, in view of the foregoing, it would be desirable to provide an annotation tool that allows the user to annotate documents with personalized course

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notes that refer back to a particular portion of the document. It would also be desirable to provide computerized course generation and revenue sharing methods that allow authors to create, publish, and receive revenue for their educational programs based on course popularity.

Summary of the Invention

It is therefore an object of the present invention to provide an annotation tool that allows the user to annotate documents with personalized course notes that refer back to a particular portion of the program.

It is another object of the present invention to provide an annotation tool that allows users to annotate electronic documents of any kind, whether or not related to courses, with annotations that are stored and searchable by other parties.

It is another object of the present invention to provide computerized course generation and revenue sharing methods that allow authors to create and publish educational programs and to receive revenue for those programs based on their popularity.

In accordance with these and other objects of the present invention, annotation and educational course generation methods are provided. One aspect of the invention provides an annotation tool for use in conjunction with computer generated documents. Such methods are described, for example, in Riley et al. United States provisional application No. 60/203,180, which is hereby incorporated by reference in its entirety. The annotation tool enables the user to copy selected portions of the document or to enter personalized notes in an annotation field. The notes

Another aspect of the present invention allows users to annotate electronic documents of any kind. The annotations are saved and are searchable by other users. The annotations may be associated with the annotated documents.

Brief Description of the Drawings

20 FIG. 1 is an illustrative example of a
listing from which a user may choose a certain category
of documents.

FIG. 3 is an illustrative example of a document showing one possible embodiment of an annotation field in accordance with the principles of the present invention.

FIG. 4 is an illustrative example of a document showing the annotation field of FIG. 3 in use.

FIG. 5 is an illustrative example of a course notes summary in accordance with the principles of the present invention.

5 FIG. 6 shows the annotation field of the present invention in a collapsed state and icon for recalling the annotation field.

FIG. 7 is an illustrative example of a document showing a link to a course authoring utility of the present invention.

10 FIG. 8 is another illustrative example of a document showing a link to the course authoring utility of the present invention.

FIGS. 9-14 are screen displays generated by the course authoring utility of FIGS. 7-8.

15 FIG. 15 is another illustrative example of a document showing a link to the author's control center.

Detailed Description of the Preferred Embodiments

One embodiment of the present invention provides a method and tool for annotating computer-based documents. Such documents may include, but are not limited to, spreadsheet documents, documents generated by word processor programs such as WordPerfect™ or Microsoft Word™, Internet documents such as Web pages or portions of Web pages, or any other
20 suitable computer compatible or computer-based document. Such documents may include text-based information, graphical information, or video information, or a combination thereof.

25 In one embodiment of the present invention, the annotation tool may be a "stand alone" computer program that can be invoked by a user and associated with a particular document. For example, a user working in a word processor document may call an
30

externally located annotation tool for use with that document. In other embodiments, however, the annotation tool may be resident within the application program currently in use. A user browsing a Web page, for example, may invoke an annotation tool that is resident at the Web site. If desired, the annotation tool may be configured such that it automatically becomes active whenever a user enters a specific document or Web site.

Notes or other annotations may include any suitable content. For example, notes or annotations may include text, graphics, video, audio, animations, any other suitable content, or a combination thereof. Notes or other annotations may be stored in any suitable format using any suitable storage device or combination of formats and devices. For example, notes or other annotations may be stored in a database, as separate documents using suitable document management software, or using any other suitable approach. The notes or other annotations may be stored on, for example, hard-disks, floppy disks, tapes, recordable optical storage media, in RAM, or any other suitable storage device. If desired, pointers, links, universal resource locators (URLs), identifiers, or other indicators of source documents (e.g., word processing documents, spread sheets, web pages, etc.) may be stored to associate notes or other annotations with source documents.

In some embodiments of the present invention, notes or other annotations may be stored at a server (e.g., on an Internet server, application server, or other server). This allows users to access their notes or other annotations regardless of the users' locations. In some embodiments the notes or other

annotations may be stored on a storage device at the users' locations, or on both a server and a storage device at the users' locations.

5 The notes may be searchable. For example, user may use well-known "find" features to find particular strings in the notes. In another suitable approach, users may search notes using known web-searching techniques. For example, the annotation feature of the present invention may allow users to
10 annotate web pages. The system may store the notes to create a searchable notes database for web pages. Notes may be made available for searching by any user using a web browser. The system may allow users to, for example, search all of the available notes of the
15 web documents for desirable information using, for example, a web browser and known web searching techniques.

20 The system may allow users to access electronic documents associated with the annotations using any suitable approach. For example, the system may allow users to access associated web documents based on URLs stored with or separately from notes. As another example, the system may allow users to access associated documents stored on computers based on
25 references stored with or separately from notes.

30 Broadly speaking, a user may enter a document or browse a certain Web page. This is generally depicted in FIG. 1 wherein a user is browsing the home page of the Learn.com Web site. Next, the user may select a particular category of documents to view from a group of categories 10. In this particular example, the user is selecting a program from a group of educational programs (courses) available at the Learn.com Web site. It will be understood, however,

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that users may select from any list of computer-based documents. For example, document selection may occur from a group of word processor files.

FIG. 2 shows list of courses 12 available in the "Automotive" category listed in FIG. 1. Assuming the second listing, *Fight High Gas Prices*, is selected, the course shown in FIG. 3 is displayed. Observe the "Your Notes" annotation field 14 displayed in the upper right hand corner. As mentioned above, annotation field 14 may be generated automatically upon entering the course or may be invoked by selecting a menu option (not shown). Once annotation field 14 is displayed, the user may enter any type of graphical or text-based notes therein. For example, the user may copy and paste information from the displayed page to annotation field 14, or may type or write his or her own personalized information. Hereinafter, the term "notes" will be used to describe any such information entered into the annotation field.

Notes entered into the annotation field may be course specific, page specific, or both. That is, if the user is browsing course notes generated from annotation field 14 (discussed in more detail below), the notes may contain a reference back to the portion of the document where the notes were taken. This may include a link back to the course page or a listing of the chapter and page number of the document (if applicable).

Using the arrangement shown in FIG. 4, the user may review and edit information in annotation field 14. This may be accomplished, for example, by using scroll bar 16 on the right hand side of annotation field 14 to arrive at a particular point in

the notes. Once at the desired point, various known editing procedures may be performed. In some embodiments, annotation field 14 may only contain information that was entered with respect to a displayed page. For example, each displayed page may have its own dedicated annotation field 14. In this case, the user may only review and edit a section of the notes that refer to a particular page of the course. Thus, if it is desired to edit notes that refer to another page, the user must go to that page. In other embodiments, however, annotation field 14 may be continuous so that the entirety of the notes taken may be viewed and/or edited simply by using scroll bar 16. Such features may be selectable by the user.

As shown in FIG. 4, a user may save the notes in annotation field 14 by clicking the on-screen "Save Notes" button 18 located just below annotation field 14. The save feature may be user-defined so that it is page-specific, saves a portion of the course notes, or is cumulative for the course. The information in annotation field may also be saved in sequential order. This allows the user to print either a portion or a complete copy of the course notes arranged in a "first-in, first-out" sequential order. If desired, however, the notes may also be arranged in a user-defined order and then saved and/or printed.

A user may generate a summary of the course notes by clicking on link 20 entitled "Printable Notes Summary" located below the "Save Notes" button (FIG. 4). As shown in FIG. 5, course notes summary 22 may be arranged in a table format which includes a sequential listing 24 of the information entered in annotation field 14. This information may be arranged by chapter or section (if applicable) and by page number if

desired. In other embodiments, the information contained in or the arrangement of the contents of course notes summary 22 may be user-defined (not shown). Summary 22 may also include the name of the course user as well as the course or document title.

To provide simple and efficient access points to the course or document, course notes summary 22 may supply the user with a link 25 back to the document page on which it the note was taken. This is shown in FIG. 5 wherein links 25 to the chapter and page number of the notes are contained in "Page" column 26 on the left-hand side of the page. Simply clicking on link 25 brings the user back to the point in the course where the note was taken. This allows the user to quickly return to a specific point in the course or document. Notes that are updated within a course are preferably automatically updated as part of the course notes summary.

Users may also scroll through notes for a particular chapter in course summary 22 using a scroll bar 27 located at the right hand side of the "Your Notes" column 28 (shown in FIG. 5). The page reference may automatically update to reflect the page at which the note currently shown was taken.

In an Internet-based embodiment of the present invention, notes information associated with a particular course may be stored at the course provider's location (e.g., the course provider's Internet server). This allows the user to access his or her notes information every time the course is revisited regardless of the user's location. In some embodiments, however, a user may be able to store a version of the notes at his or her location. This

enables the user to copy and access the notes when not using the original document or course.

5 If desired, the user may "turn off" the annotation field by clicking on the X (designated as reference numeral 15) in the upper right hand corner of annotation field 14 (shown in FIGS. 3 and 4). This collapses annotation field 14 to an icon 30 at the top of the screen called "Your Notepad" (shown in FIG. 6). At any time while in the course the user may simply
10 click on the "Your Notepad" icon 30 to return annotation field 14.

15 In embodiments where the notes information is considered to be proprietary, only the author or other designated party (e.g., the course administrator, system provider, or other party) may have access to that information. In other embodiments, the course provider may have sample notes or a course instructor's notes available to the public. If desired, the system may allow users to set whether their notes may be
20 accessed by other parties. In another suitable approach, the system may make access to users' notes mandatory.

25 Course authors or other designated parties with access to the stored notes may use the notes to improve the course or for other purposes. For example, the course notes may act as implicit feedback from course participants. This implicit feedback may provide insight into course effectiveness, how users relate to courses, or other feedback that the course
30 author may use to improve the course. The implicit feedback may provide course authors with insight into what users are struggling with, concerned about, like or dislike, that a canned request for explicit feedback might not provide. If desired, the implicit feedback

of the notes might be used in conjunction with explicit feedback from users. The explicit feedback may be within or separate from the notes.

Authors or other designated parties may use the notes as feedback to target users with suggestions, advice, or products. For example, an author may examine notes to determine if students are grasping concepts, to see how quickly users are going through the course, or if students have omitted important concepts from their notes. The author may provide information to the users using, for example, e-mail or other system messages. Authors or other parties may review notes to determine whether courses should be discontinued, or whether users require other courses that are not yet provided. The system may, for example, generate user profiles based on note content using known profiling techniques, and target advertisements to the users. Any other use of the notes as feedback may also be performed.

Another aspect of the present invention involves methods that allow authors to create their own instructional programs and receive revenue for publishing their courses on the Internet. Generally speaking, an author creates an instructional or educational program (course) and submits it for free or fee-based publication on the Internet. Internet users may then access a Web site where the instructional program is located and "take the course." Authors are compensated for their work based on the popularity of the course they submit for publication. One method of compensating authors is by sharing fees collected from course users. Another is by sharing a portion of the advertising revenue generated by their course. Such advertising may be located on some or all of the course

In order to motivate authors to create courses, it is generally desirable to make this process and the method of compensation as simple and efficient as possible. FIG. 7 shows the Learn.com home page that includes a "Write a Course" utility that helps authors generate and submit instructional courses for Internet publication. As shown in FIG. 7, an author may choose either a "Write a Course" link 32 or a "Teach" menu option 34 to begin writing a course. At this point the author may be presented with legal documents such as an "Author's Agreement" and a "Terms and Condition for Use" contract that define the business relationship and publication rights of the author and the Web site proprietor (not shown).

Once the author has read and agreed to these terms, he or she may begin writing a course by clicking on "go" button 36 shown on the bottom of FIG. 8. This may invoke an "Add Course Wizard" program 38 that may prompt the author to name and describe the course, pick a category for the course, and decide who will have access to the final course document. For example, Course Wizard program 38 may provide a screen, such as screen 40, (FIG. 10) that includes a data entry field 42 in which the author may enter a suggested course name. Course Wizard program 22 may also provide a screen 44 (FIG. 11) with a data entry field 45 so that the author may enter a suggested course category. Any course may be password protected for privacy, if desired, (FIG. 12) by entering a password in a data entry field 47 of password screen 46. Such protection may prevent unauthorized access to the course by

persons other than the author (or persons with permitted by the author).

Next, Course Wizard program 38 may automatically install a small editing control program on the author's computer so that downloading the entire utility program is not required. Once all the information requested in FIGS. 9-12 is entered to the user's satisfaction, he or she may select a "Finish" button 50 that may create a course template and places the user in an "Edit Mode" screen 52 (FIG. 14). The author may now enter and edit course content into a text box using only a Web browser and the provided editing controls. When the author is satisfied with the course format and content, he or she may exit the course and submit it for review by the Web site's editorial staff. This may be done by selecting a "Submit the Course" link shown in the top center portion of FIG. 15.

The submitted courses may be reviewed and the authors notified as to whether their course has been selected for publication. If the course is approved for general publication, the author may receive a percentage of any advertising revenue generated by the course based on the number of page views. To keep track of course earnings, the author may access a private "Author's Control Center" 56 through the main Control Center on the proprietor's Web site that lists each course, the number of page views, and how much money the course has earned (shown on the left hand side of FIG. 15). Based on accumulated earnings for all courses, the author may automatically receive a check or electronic money transfer each time the account reaches a predetermined minimum value.

1. A method for annotating documents displayed on a computer system comprising:

- displaying a document on a display screen;
- invoking an annotation program such that an annotation field and the document are displayed simultaneously on the display screen; and
- allowing a user of the annotation program to copy portions of material from the document to the annotation field.

3. The method of claim 2 wherein the user-defined information is user notes.

5. The method of claim 1 wherein the document is a desktop-application-based document.

7. The method of claim 2 further comprising providing the user with the option of editing the information contained in the annotation field.

9. The method of claim 8 further comprising providing the user with the option of printing the information contained in the annotation field.

11. The method of claim 9 further comprising generating a summary of the information contained in a user-defined manner.

13. The method of claim 10 wherein the generating further comprises providing a reference to the portion of the document that the summary information refers to.

storing the notes of a plurality of users; and

allowing each user of the plurality of users to search the notes of the other users of the plurality of users, wherein the notes of the plurality of other users were entered by each user of the

plurality of users in an annotation field simultaneously displayed with a document.

15. The method defined in claim 14 wherein storing the notes of a plurality of users comprises storing the notes on a server.

16. The method defined in claim 14 wherein storing the notes of a plurality of users comprises storing the each user's notes at that user's location.

17. The method defined in claim 14 wherein allowing each user of the plurality of users to search the notes of the other users of the plurality of users comprises allowing each user to search the notes using a web browser.

18. A document annotation system implemented on a computer having a display screen configured to:
display a document on the display screen;
invoke an annotation program such that an annotation field and the document are displayed simultaneously on the display screen; and
allow a user of the annotation program to copy portions of material from the document to the annotation field.

19. The system of claim 18 further configured to allow the user to enter user-defined information into the annotation field.

20. The system of claim 19 wherein the user-defined information is user notes.

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22. The system of claim 18 wherein the document is a portion of an Internet site.

24. The system of claim 19 further configured to provide the user with the option of saving the information in the annotation field.

26. The system of claim 25 further configured to generate a summary of the information contained in the annotation field.

28. The system of claim 27 further configured to provide a reference to the portion of the document that the summary information refers to.

store annotations of a plurality of users, wherein the notes of the plurality of other users were entered by each user of the plurality of users in an annotation field simultaneously displayed with a document; and

30. The system defined in claim 29 further configured to store the annotations on a server.

32. The system defined in claim 29 further configured to allow each user to search the annotations using a web browser.

allowing a user to annotate an
electronic document;

34. The method defined in claim 33 wherein storing the annotation comprises storing the annotations on a server.

36. The method defined in claim 33 wherein:
the electronic document is a web page;

allowing the user to search the annotations of the plurality of users comprises allowing the user to search the annotations using a web browser.

allowing the user to search the annotations of the plurality of users comprises allowing the user to search the annotations using a web browser.

the annotations of the plurality of other users were entered by each user of the plurality of other users in an annotation field simultaneously displayed with a document.

39. A document annotation system comprising at least one computer and configured to:

allow a user to annotate an electronic document;

store the annotation; and

allow the user to search the annotations of a plurality of other users.

40. The system defined in claim 39 further configured to store the annotations on a server.

41. The system defined in claim 33 further configured to store the annotations on a computer at the user's location.

42. The system defined in claim 39 wherein:
the electronic document is a web page;
and

the system is further configured to allow the user to search the annotations of the plurality of users using a web browser.

43. The system defined in claim 39 wherein:
the electronic document is a web page
related to an on-line course; and

the system is further configured to allow the user to search the annotations of the plurality of users using a web browser.

44. The system defined in claim 39 further configured to:

allow the user to enter the annotation in an annotation field simultaneously displayed with the electronic document; and

wherein the annotations of the plurality of other users were entered by each user of the

[illegible]

ELECTRONIC NOTE TAKING
SYSTEMS AND METHODS

Abstract of the Invention

One aspect of the invention provides an annotation tool for use in conjunction with computer generated documents. The annotation tool enables the user to copy portions of the document or enter personalized notes in annotation field. The notes may be specific to a particular page of the document and may include a reference to the page at which the notes were taken. Another aspect of the present invention allows authors to create their own instructional programs and receive revenue for publishing their courses on the Internet.

The Smartest Place
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Search Type

Any Words

☐ **CHAT ROOMS**

☐ **DISCUSSION
FORUMS**

☐ **Learning
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If this isn't you, click here

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DISCOVER!

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Automotive

Safety, How-To, Insurance
Tips, More

Business

Loans, Employers,
Employees, More

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More

General Interest

Hobbies, Automotive, Misc.
Courses, More

Health and Fitness

Diet, Supplements, Exercise,
More

History

Politics, U.S. Government,
More

Language

Spanish, English Vocab,
Grammar, More

Math

Elementary, Geometry,
Algebra, More

Parenting

Child Safety, Education, More

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Marriage, More

Recipes

Dinners, Snacks, Desserts,
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12



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Fight High Gas Prices: Learn To Save At the Pump

Are you fed up with the oil companies raising gas prices? Want to fight back against their price gouging? You're not alone. There have been many reports in the media lately about what consumers can do to beat this blatant rip-off. There have even been e-mails circulating about an Internet-spread gasoline boycott or so-called "gas-out" scheduled for April 30th, 2000, when consumers are urged not to buy gas. But besides resorting to these warrior tactics or seeking alternate means of transportation until gas prices come back down again, what can consumers really do to fight back? Take this course to learn what you can do to win at the pump!

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Rising Gasoline Prices

Traditionally, gasoline companies raise their prices just before Spring break, and keep them high all summer long. They usually don't come down until October, and then it's ever so slowly. They do this every year. But many people feel this time it's an outrage! In some parts of the country, gas prices have gone from \$1.09 a gallon to more than \$1.60 a gallon in a little less than 3 months! If you recall, the same thing occurred last year in March (1999), when prices rose nearly half a dollar in just a few short months. However, the difference between last year and this year is that prices are at an all-time high and according to reports, there is no relief for American's wallets.

In 1999, many people blamed the high gas prices on what was going on in Kosovo. And even though OPEC announced that they wanted to curtail production to get the oil prices up, the problem arose when only days later, many gas stations started raising their prices substantially. According to the laws of supply and demand, this drastic change in price should not have occurred so suddenly.

64 teams, 3 weekends.



Fight High Gas Prices! Learn To Save at the Pump

- Are You Fed Up?
- Fight Back!
- You Can Make A Difference!
- Tips To Save Gas
- The Scoop on Gas-Saving Products
- Real Money Saving Tips
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14

Your Notes

In 1999, many people blamed the high gas prices on what was going on in Kosovo.

▲	16
▼	16

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16

7

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Course: Reading a Textbook More Efficiently

Page	Your Notes
<u>Chapter 1 - Page 1</u> 25	Students need to recognize that reading may be the most demanding work they do while in school
<u>Chapter 2 - Page 1</u>	Here's a new note Changes... Publication date
<u>Chapter 3 - Page 1</u> 25	Ask yourself a question before each paragraph or section, then seek its answer. This will give you a definite purpose for your reading. Try inverting the sub-heading or first sentence into question form, using "who," "what," "when," or "how" if necessary.
<u>Chapter 4 - Page 1</u>	Research shows that 40 - 50% of the material we read is forgotten very shortly (about 15 minutes) after we read it.
<u>Chapter 6 - Page 1</u> 25	Summary Get to know your textbook by becoming familiar with its contents, and by previewing and reading each chapter. You will discover that when you first read through each chapter, you are reinforcing the information that you have already gathered.

24

22

27

26

28

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FIG. 5


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 **Fight Back!**


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 **How To Pay Less for Gas**

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30

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When asked why the prices are rising so rapidly, the oil companies make the following claims:

- OPEC is reducing the oil supply. Maybe, but why did all of the

Fig. 6

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FIG. 8

38

Step 1 of 4

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FIG. 9

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42

40

Fig. 10

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FIG. 11

Table 1. Demographic characteristics of the study population	
Age (years)	65.5 ± 1.2
Gender (male/female)	10/10
Education (years)	12.5 ± 0.5
Occupation (white/blue)	10/10
Marital status (married/divorced/widowed)	10/10/0
Smoking status (smoker/non-smoker)	10/10
Alcohol consumption (yes/no)	10/10
Comorbidities (hypertension/diabetes/cholesterol)	10/10/10
Medication (antihypertensive/antidiabetic/anticholesterol)	10/10/10
Family history (hypertension/diabetes/cholesterol)	10/10/10
Physical activity (yes/no)	10/10
Stress level (low/moderate/high)	10/10/10
Social support (yes/no)	10/10
Quality of life (yes/no)	10/10
Health status (good/fair/poor)	10/10/10
Life expectancy (years)	12.5 ± 0.5
Life expectancy (months)	150 ± 6
Life expectancy (days)	1800 ± 72
Life expectancy (hours)	43200 ± 1728
Life expectancy (minutes)	259200 ± 103680
Life expectancy (seconds)	15552000 ± 6220800
Life expectancy (milliseconds)	155520000 ± 62208000
Life expectancy (microseconds)	1555200000 ± 622080000
Life expectancy (nanoseconds)	15552000000 ± 6220800000
Life expectancy (picoseconds)	155520000000 ± 62208000000
Life expectancy (femtoseconds)	1555200000000 ± 622080000000
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Life expectancy (z Planck times)	155520000000000000 ± 62208000000000000
Life expectancy (d Planck times)	1555200000000000000 ± 622080000000000000
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Life expectancy (k Planck times)	155520000000000000000 ± 62208000000000000000
Life expectancy (M Planck times)	1555200000000000000000 ± 622080000000000000000
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Life expectancy (T Planck times)	155520000000000000000000 ± 62208000000000000000000
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Life expectancy (S Planck times)	15552000000000000000000000 ± 6220800000000000000000000
Life expectancy (O Planck times)	155520000000000000000000000 ± 62208000000000000000000000
Life expectancy (F Planck times)	1555200000000000000000000000 ± 622080000000000000000000000
Life expectancy (C Planck times)	15552000000000000000000000000 ± 6220800000000000000000000000
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Life expectancy (L Planck times)	15552000000000000000000000000000000 ± 6220800000000000000000000000000000
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Life expectancy (M Planck times)	1555200000000000000000000000000000000 ± 622080000000000000000000000000000000
Life expectancy (N Planck times)	15552000000000000000000000000000000000 ± 6220800000000000000000000000000000000
Life expectancy (P Planck times)	155520000000000000000000000000000000000 ± 62208000000000000000000000000000000000
Life expectancy (Q Planck times)	1555200000000000000000000000000000000000 ± 622080000000000000000000000000000000000
Life expectancy (R Planck times)	15552000000000000000000000000000000000000 ± 6220800000000000000000000000000000000000
Life expectancy (S Planck times)	155520000000000000000000000000000000000000 ± 62208000000000000000000000000000000000000
Life expectancy (T Planck times)	1555200000000000000000000000000000000000000 ± 622080000000000000000000000000000000000000
Life expectancy (U Planck times)	15552000000000000000000000000000000000000000 ± 6220800000000000000000000000000000000000000
Life expectancy (V Planck times)	1555200 ± 62208000000000000000000000000000000000000000
Life expectancy (W Planck times)	15552000 ± 6220800
Life expectancy (X Planck times)	1555200 ± 62208000
Life expectancy (Y Planck times)	15552000 ± 6220800

46

FIG. 12

[illegible][illegible]

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FIG. 13

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Fig. 15

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DECLARATION AND POWER OF ATTORNEY

As a below named inventor, I hereby declare that:

My residence, post office address and citizenship are as stated below next to my name;

I believe I am an original, first and sole inventor (if only one name is listed below) or an original, first and joint inventor (if plural names are listed below) of the subject matter which is claimed and for which a patent is sought on the invention entitled:

ELECTRONIC NOTE TAKING SYSTEMS AND METHODS

the specification of which

☒ [X] is attached hereto

☐ [] was filed on _____ as
Application Serial No. _____.

I hereby state that I have reviewed and understand the contents of the above-identified specification, including the claims.

I do not know and do not believe that the invention was ever patented or described in any printed publication in any country before my or our invention thereof or more than one year prior to this application.

I do not know and do not believe that the invention was in public use or on sale in the United States of America more than one year prior to this application.

I acknowledge the duty to disclose to the United States Patent and Trademark Office all information known by me to be material to patentability as defined in Title 37, Code of Federal Regulations, § 1.56.

I hereby claim foreign priority benefits under Title 35, United States Code, § 119(a)-(d) of any foreign application(s) for patent or inventor's certificate listed below and have also identified below any foreign application for patent or inventor's certificate having

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a filing date before that of the application on which
priority is claimed:

Prior Foreign Application(s)

Priority
Claimed

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(Number)	(Country)	(Filing Date)	[]	[]
			Yes	No

I hereby claim the benefit under Title 35, United
States Code § 119(e) of any United States provisional
application(s) listed below.

<u>60/203,180</u>	<u>May 8, 2000</u>
(Application Serial No.)	(Filing Date)
<u> </u>	<u> </u>
(Application Serial No.)	(Filing Date)

I hereby claim the benefit under Title 35, United
States Code, § 120 of any United States application(s)
listed below and, insofar as the subject matter of each
of the claims of this application is not disclosed in
the prior United States application in the manner
provided by the first paragraph of Title 35, United
States Code, § 112, I acknowledge the duty to disclose
to the United States Patent and Trademark Office all
information known by me to be material to patentability
as defined in Title 37, Code of Federal Regulations,
§ 1.56 which became available between the filing date
of the prior application and the national or PCT
international filing date of this application:

<u> </u>	<u> </u>	<u> </u>
(Application	(Filing Date)	(Status) (patented,
Serial No.)		pending, abandoned)

As a named inventor, I hereby appoint the following
attorneys or agents to prosecute this application and
transact all business in the United States Patent and
Trademark Office connected therewith:

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I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Section 1001 of Title 18 of the United States Code and that such willful false statements may jeopardize the validity of the application or any patent issued thereon.

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First inventor's signature _____ Date _____

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